



Allenton Community Primary School's SEND (Special Educational Needs and Disability) Information Report

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This report explains how we identify and support children with special educational needs and disabilities at Allenton. It is written for parents, carers, children and professionals and should be read alongside our SEND Policy and Accessibility Plan.

If you would like this report in another format, translated, read aloud or explained in person, please contact the school office. A paper copy is available.

Name and role		Responsibility
Danielle Fox - Inclusion Lead and Assistant Head		My name is Danielle Fox and I am the Special Educational Needs and Disability Coordinator (SENDCo)/Inclusion Lead at Allenton Community School. Underneath this table is information regarding Special Educational Needs and Disability (SEND) in our school. Have a read or alternatively feel free to come into our school and I can discuss this further.
Lisa Richardson – SEND HLTA Liaison		Hi, I'm Lisa Richardson and I am an SEND HLTA but also known as the SEND Liaison at Allenton Primary. I predominantly work directly with children. I run lots of groups for things such as anxiety awareness, social strategies for children with ASD, Lego Therapy and Zones of Regulation.
Emma Hampton - SEND governor		Hi, I am Emma Hampton and I am the SEND governor. I work closely with Simon to ensure that the SEND provision at Allenton is inclusive and well managed. I am also the SEND Lead Associate for Transform Trust.

Our Inclusive Approach

Allenton Community Primary School is a mainstream school committed to ensuring that every child feels welcomed, valued and included. We work in partnership with children, families and professionals to identify and remove barriers to learning, participation and wellbeing. We have high expectations for all pupils, including those with special educational needs and disabilities (SEND), and support them to achieve ambitious and meaningful outcomes.

High-quality, inclusive and adaptive teaching is the starting point for every pupil. Teachers make reasonable adjustments and adapt teaching, resources and the learning environment in response to individual strengths and needs. Where a pupil requires support that is additional to or different from the provision ordinarily available, targeted or specialist support is planned through the graduated approach of assess, plan, do and review. A formal diagnosis is not required for support to be put in place.

Our inclusive provision includes support within mainstream classrooms, The Oasis for nurture and individual support, The Hub for targeted interventions and The Rockpool, our enhanced provision for a small number of pupils with complex needs. Decisions about how and where support is provided are based on each child's assessed needs, views and outcomes, alongside



parent and carer views, professional advice and, where applicable, the provision specified within an Education, Health and Care Plan (EHCP).

The Rockpool provides a highly personalised curriculum that brings together academic learning, communication and interaction, sensory and physical development, independence and self-help skills, and social and emotional development. Pupils remain valued members of the wider school community and are supported to participate in whole-school learning, experiences and activities wherever this is appropriate and beneficial.

Our approach reflects our duties under the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*.

The needs we support:

Children may have needs across one or more of the four broad areas in the SEND Code of Practice. A category helps us organise support, but provision is always based on the individual child rather than a label or diagnosis.

Broad area	Examples of needs we may support
Communication and interaction	Speech, language and communication needs; differences in social communication and interaction, including autism.
Cognition and learning	Moderate or severe learning difficulties; specific learning difficulties such as dyslexia, dyscalculia or developmental coordination difficulties.
Social, emotional and mental health	Difficulties with emotional regulation, anxiety, attention, relationships or mental health that create barriers to learning.
Sensory and physical	Vision or hearing impairment, sensory-processing differences, physical disability or medical needs that affect access to education.

Not every difficulty means that a child has SEN. Slow progress or low attainment alone does not automatically indicate SEN. English as an additional language is not SEN, although a child may have both. Short-term responses to bereavement or other life events may require pastoral support without SEN identification. We assess the child's full profile and the barriers affecting learning and participation.

How we identify and assess SEND

We aim to identify needs early and accurately. Concerns may be raised by the child, parent or carer, class teacher, another member of staff, a previous setting, or a health or other professional. A medical diagnosis does not automatically mean that a child has SEN, and support does not depend on waiting for a diagnosis.



Our GRIP Process

GRIP is Allenton's structured process for responding to emerging concerns about a child's learning, development, communication, wellbeing or participation. It helps us gather and consider a range of evidence rather than relying on a single assessment score, behaviour or fixed attainment gap.

Through the GRIP process:

1. **Initial concerns are identified and explored.** These may be raised by the child, their parent or carer, a member of staff or another professional. Concerns are discussed with the family and the child, using communication methods that are accessible and appropriate for them.
2. **The teacher reviews the child's everyday provision.** This includes considering the quality and accessibility of teaching, completing an audit of need, and reviewing the class profile, the child's work, assessment information, attendance, participation and wellbeing.
3. **Further information is gathered.** This may include observations, pupil and parent views, discussions with staff and relevant information from other professionals. Information is shared appropriately and in accordance with consent and data-protection requirements.
4. **Support is planned and delivered.** The teacher, child, family and SENDCo, where appropriate, agree adjustments or targeted provision, intended outcomes and a date for review.
5. **The impact is reviewed.** We consider the child's progress from their starting points and whether the support has reduced identified barriers. Provision may then be continued, adapted, increased or brought to an end.

Where assessment indicates that a child requires special educational provision that is additional to or different from that ordinarily available, the child may be identified as receiving SEN Support. This decision is made in consultation with the child, their parent or carer, the class teacher and the SENDCo.

Identification is an ongoing process. We also consider whether factors such as attendance, health, safeguarding, housing or family circumstances, prior learning, or learning English as an additional language may be affecting the child's progress and participation. These factors do not, by themselves, constitute SEN, but they may interact with or mask an underlying special educational need.

The graduated approach

Our support follows the four-part cycle of **assess, plan, do and review**. Each cycle builds a clearer understanding of the child's strengths and needs and which approaches are making a positive difference.

Stage	What happens
Assess	The class teacher and SENDCo build a rounded picture of the child's strengths, needs and barriers. This may draw on observation, assessment, work, attendance, participation, the views of the child and family, and advice from relevant professionals.
Plan	We agree the outcomes being worked towards, the support and adjustments to be provided, who will be responsible and when the provision will be reviewed. Where appropriate, this is recorded in a SEND Support Plan and shared with the staff working with the child.



Do	The class teacher remains responsible and accountable for the child's learning and progress, including when support is delivered by another adult. Staff implement the agreed teaching approaches, reasonable adjustments and targeted provision.
Review	At least termly, we evaluate progress from the child's starting points, progress towards agreed outcomes and the difference the provision has made. The child and their family contribute to the review. Support may be continued, adapted, increased or gradually reduced according to the evidence gathered.

Where sustained, purposeful and reviewed support has not enabled sufficient progress from the child's starting points, we may seek advice from appropriate specialist services, involving parents and carers throughout the process.

Where it appears that a child may require provision beyond that which can ordinarily be provided through SEN Support, the school or the child's parent or carer may request that Derby City Council carries out an Education, Health and Care needs assessment. The local authority decides whether an assessment and, subsequently, an Education, Health and Care Plan are necessary based on the child's individual needs and the provision required. This does not depend on a particular diagnosis or on needs being described as lifelong.

Support available at Allenton

Support is planned according to the individual child's strengths, needs, barriers and intended outcomes. It may include the following approaches.

High-quality, inclusive and adaptive teaching

- Clear explanations, modelling, guided practice and regular checks for understanding.
- Carefully selected scaffolds, visual support, practical resources and explicit vocabulary teaching.
- Adaptations to the task, environment, grouping, pace or method of recording, while maintaining ambitious learning goals.
- Assistive technology and accessible equipment where appropriate.
- Predictable routines, relational approaches and support for emotional regulation.
- Planned movement or sensory opportunities where assessment indicates that these are needed.

Targeted and specialist support

- Structured small-group or individual teaching in areas such as phonics, reading, language, mathematics, social communication, emotional literacy and independence.
- Support from trained teaching assistants or learning mentors, planned and monitored by the class teacher.
- Specialist programmes, assessment or recommendations from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, STePS, sensory services, school nursing, paediatrics or mental-health services.
- Personal care, medical support, risk assessments or individual healthcare plans where required.

Provision is not a fixed menu. The support offered to each child is selected according to assessed need and is reviewed in relation to agreed outcomes. Interventions may be adapted, replaced or gradually reduced according to evidence of their impact. The school uses its best endeavours to



secure the special educational provision required by pupils with SEN and works with families and relevant professionals when further advice or provision is needed.

How teaching and the curriculum are adapted

Children with SEND are entitled to access a broad, balanced and ambitious curriculum. Teachers anticipate potential barriers and make reasonable adjustments so that pupils can understand, participate and demonstrate their learning.

Adaptations may include:

- pre-teaching important knowledge or vocabulary;
- reducing unnecessary language demands;
- breaking instructions and tasks into manageable steps;
- providing additional processing time;
- using visual, practical or multisensory resources;
- offering alternative ways to communicate or record learning;
- providing accessible equipment or assistive technology;
- adapting seating or the learning environment;
- planning sensory or regulation support; and
- deploying adult support carefully to promote learning and independence.

Some children may need aspects of the curriculum to be highly personalised. Any adaptations are planned around the child's strengths, needs and intended outcomes and are reviewed regularly. We aim to maintain ambition, promote increasing independence and protect the child's sense of belonging within their class and the wider school community.

A part-time or reduced timetable is not a standard SEND intervention. It will only be used in exceptional circumstances, for the shortest appropriate period, with clear recorded reasons, parent or carer involvement, regular review and a plan to increase the child's access to education. Children are not routinely withdrawn from a subject, trip, club or wider opportunity simply because they have SEND. Where barriers exist, we consider the reasonable adjustments needed to enable participation.

Progress and the effectiveness of provision

Teachers monitor children's learning, participation and wellbeing as part of everyday teaching. The SENDCo and school leaders also review information including attainment, progress, attendance, engagement, behaviour, wellbeing and progress towards individual outcomes.

We use the Engagement Model for pupils who are not yet engaged in subject-specific study, where the statutory criteria apply. For children working below age-related expectations who are learning subject-specific content, we use B Levels to assess and track progress.

We evaluate provision by considering whether it has made a meaningful difference to the outcome or barrier it was intended to address. Evidence may include:

- the child's work and curriculum assessments;
- observations across different lessons and environments;
- intervention entry and review information;
- increased participation, confidence or independence;
- improved communication or emotional regulation;
- changes in attendance or engagement;
- the child's and family's views; and



- progress towards SEND Support Plan or EHC plan outcomes.

This evidence is used to refine teaching, plan provision, identify staff development and determine whether support should continue, change, increase or be gradually reduced. Governors and trust leaders provide strategic oversight and challenge while maintaining pupils' confidentiality.

Working with children and families

Parents and carers know their children best. We aim to communicate openly and early, use clear and accessible language, and work in genuine partnership with families.

Parents and carers are involved when concerns are first explored, when SEN Support is being considered, when outcomes and provision are agreed, and when plans are reviewed. Formal SEND Support Plan reviews take place at least termly. However, families do not need to wait until a planned review meeting if they have a concern or believe that their child's needs have changed.

Children have a right to be involved in decisions about their education and support. We gather their views in ways that are meaningful and accessible to them. This may include conversation, symbols, photographs, observation, choice-making, questionnaires, one-page profiles or attending all or part of a meeting.

We explain decisions to children in an appropriate way and show how their views have influenced their plan. Where a child uses little or no spoken language, familiar adults observe and interpret their communication carefully. We do not assume that an absence of speech means an absence of preference, opinion or understanding.

Supporting wellbeing and inclusion

We support children's emotional and social development through an inclusive curriculum, positive relationships with trusted adults, and explicit teaching about emotions, regulation, relationships and social understanding.

Depending on assessed need, support may include nurture, mentoring, structured support during playtimes and lunchtimes, regulation strategies, and access to quieter or sensory spaces. These approaches are intended to help children regulate and re-engage with learning rather than to isolate or punish them.

We seek to understand behaviour in context and recognise that it may communicate distress, an unmet need or a barrier that the child cannot yet express in another way. Expectations remain clear, consistent and appropriate, while reasonable adjustments and individual needs are considered.

Children with SEND are supported to participate in clubs, educational visits, residential experiences, assemblies, performances, sport, breaktimes and all other aspects of school life. We identify individual barriers, assess risks carefully and make reasonable adjustments to enable participation wherever possible.

Bullying, prejudice and discriminatory behaviour are addressed in accordance with the school's Behaviour and Anti-Bullying policies. We listen carefully to the child's experience and take appropriate action to promote their safety, wellbeing and inclusion.



Accessibility and facilities

The main school site is on one level and includes accessible entrances and an accessible toilet. According to assessed need and professional advice, we may provide reasonable adjustments such as specialist furniture or equipment, slopes, adapted positioning, support for hearing or vision, and appropriate changing or personal-care arrangements.

Personal Emergency Evacuation Plans (PEEPs) are developed and reviewed for children who may require additional support to leave the building safely in an emergency.

Our Accessibility Plan 2026–2028 explains how we work to improve:

- access to the curriculum;
- access to the physical environment; and
- access to information in appropriate and accessible formats.

Prospective and current families are welcome to discuss their child's access needs with the SENDCo. Early communication helps the school work with families, the local authority and relevant professionals to plan appropriate adjustments, equipment, personal care or staff training.

A child's admission to the school is considered through the applicable admissions arrangements and is not dependent on parents contacting the SENDCo beforehand.

Staff expertise and external services

The SENDCo is a member of the school's leadership team and coordinates SEND identification, provision and development across the school.

Staff receive continuing professional development in response to the needs of pupils and the school. This may include:

- inclusive and adaptive teaching;
- universal design for learning;
- autism, communication and interaction;
- sensory and physical needs;
- emotional regulation and relational practice;
- de-escalation; and
- the safe, lawful and ethical use of restrictive physical intervention.

Where provision involves a child's specific medical, physical, communication or personal-care needs, relevant staff receive appropriate information, guidance or training. Advice may be provided by the child's family, health professionals, specialist teachers or other suitably qualified services.

We work with education, health and social-care professionals when specialist expertise is required. The professionals involved and the nature or frequency of their input will depend on the child's assessed needs and the eligibility criteria and capacity of individual services.

Parents and carers are involved in decisions about referrals. Consent is obtained where this is required for a referral or the sharing of information. Information may be shared without consent where there is a safeguarding concern or another lawful basis for doing so. Advice and recommendations received from professionals are discussed with families and used to inform provision and review.



Transitions

We plan carefully for transitions into school, between classes or provisions, and when a child moves to another school or secondary setting. Transition planning is personalised and may include:

- meetings between families, current staff and receiving staff;
- additional visits;
- photographs, maps, transition books or social stories;
- opportunities to meet key adults;
- travel familiarisation where appropriate;
- observations by staff from the receiving setting; and
- joint planning with relevant professionals.

For children with EHC plans, we follow the statutory annual-review and phase-transfer arrangements and contribute to planning within the required timescales.

Relevant information is shared securely, promptly and only with those who need it to support the child. This may include the child's strengths and interests, learning profile, successful adjustments, communication and regulation strategies, current provision, agreed outcomes, relevant risk-management information and professional advice.

Parents, carers and children are involved in transition planning. Wherever possible, we check that relevant records have been received by the new setting and remain available to answer appropriate follow-up questions.

Roles and responsibilities

Role	Key responsibilities
Class teacher	Remains responsible and accountable for the progress and development of every pupil they teach, including when provision is delivered by another adult. The teacher provides inclusive and adaptive teaching, implements agreed plans, monitors impact and communicates with families.
Danielle Fox, SENDCo and Inclusion Lead	Coordinates the identification and assessment of SEND and the provision made for pupils; advises and supports staff; liaises with children, families, leaders and professionals; oversees SEND records; monitors the impact of provision; and coordinates the school's contribution to EHC needs assessments and annual reviews.
Headteacher and senior leaders	Ensure that the school meets its statutory duties, deploys resources appropriately and sustains an inclusive culture, curriculum and approach to school improvement.
SEND link governor and governing body	Provide strategic oversight and constructive challenge, monitor the school's compliance with its duties and evaluate the effectiveness of SEND provision. Governors hold leaders to account while maintaining the confidentiality of individual pupils.
Parents and carers	Share their knowledge of the child, contribute to planning and reviews, and communicate with the school about changes, concerns or support that may affect the child.
Children	Are supported to express their views, contribute to decisions and understand the outcomes they are working towards in ways appropriate to their age and communication needs.



If you have a concern or complaint

We aim to resolve concerns promptly, respectfully and constructively.

A concern about a child's classroom provision should usually be discussed with the class teacher first. If the concern is not resolved, or if it relates to wider SEND provision, parents and carers may contact the SENDCo. Concerns may then be raised with the Headteacher where further support or resolution is needed.

A formal complaint about the school's SEND provision should be made through the school's published Complaints Procedure. Using the complaints process will not adversely affect the support provided to a child.

Derby SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents or carers. It can help families understand SEND processes, prepare for meetings and consider available options.

Different arrangements apply to:

- complaints about health or local-authority services;
- concerns about the content or delivery of an EHC plan;
- disagreement-resolution or mediation processes;
- appeals about certain local-authority EHC decisions; and
- disability-discrimination claims.

Derby SENDIASS can provide information about the appropriate route and any relevant timescales. This does not remove a parent or carer's right to use the school's formal complaints procedure.

Useful contacts and links

CONTACT	DETAILS
SCHOOL SENDCO	Danielle Fox • 01332 701144 • sendco@allenton.derby.sch.uk
SCHOOL OFFICE	01332 701144 • admin@allenton.derby.sch.uk
DERBY SENDIASS	01332 641414 • SENDIASS@derby.gov.uk • Derby SENDIASS
DERBY SEND TEAM	01332 643616 • SENDDuty@derby.gov.uk

- [Allenton SEND webpage](#)
- [Allenton policies](#)
- [Derby SEND Local Offer](#)
- [Derby guidance on meeting needs in school](#)
- [Derby SENDIASS](#)



About this report

This SEND Information Report is reviewed at least annually and updated sooner where significant changes take place during the year.

As part of the review, we consider:

- the views and experiences of children and their families;
- feedback from staff and relevant professionals;
- evidence about the impact of the school's SEND provision;
- changes to the school's provision or staffing; and
- current legislation, statutory guidance and local arrangements.

Parents, carers and pupils are invited to suggest improvements to the report by contacting the SENDCo. We will make the report available in an alternative format where this is reasonably required.

